

3.3 SPEAKING

STANDARD 3.3 (SPEAKING)

ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.

| Preschool Learning Expectations | 3.3.K.A. Discussion Kindergarten | 3.3.1.A. Discussion Grade 1 | 3.3.2.A. Discussion Grade 2 | 3.3.3.A. Discussion Grade 3 | 3.3.4.A. Discussion Grade 4 |
|--|--|--|---|---|---|
| Expectation 2: Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences. 2.1 Describes previous experiences and relates them to new experiences or ideas. | <i>By the end of Kindergarten, students will:</i> 1. Share experiences and express ideas. | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> 1. Elaborate on experiences and ideas. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> |
| | 2. Participate in conversations with peers and adults. | | | 1. Listen and follow a discussion in order to contribute appropriately. | [Consumer, Family, & Life Skills 9.2.4.C.2 Select and use language appropriate to the situation] |
| 2.6 Uses language and imitates sounds appropriate to roles in dramatic play and sets the stage by describing actions and events. | 3. React to stories, poems, and songs. | 3. Role-play situations and dramatize story events. | | | |
| 2.10 Uses complex sentence structure such as compound sentences, if-then statements, and explanations. | | 1. Speak in complete sentences. | | | |
| | | | 2. Begin to stay focused on a topic of discussion. | 2. Stay focused on topic. | 2. Stay focused on a topic and ask relevant questions. Vignette-Page 79, 82 |
| 2.7 Uses language to communicate and negotiate ideas and plans for activities. | | 2. Offer personal opinions in discussion and retell personal experiences. | 3. Offer personal opinions related to topics of discussion. | 4. Support an opinion with details. | 1. Use details, examples and reasons to support central ideas or clarify a point of view. Vignette-Page 82 |
| 2.4 Listens and responds appropriately in conversations and group interactions by taking turns and generally staying on topic. | | | 4. Wait their turn to speak. | 3. Take turns. | 3. Take turns without dominating. Vignette-Page 82 |
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| 3.3.5.A Discussion Grade 5 | 3.3.6.A Discussion Grade 6 | 3.3.7.A. Discussion Grade 7 | 3.3.8.A. Discussion Grade 8 | 3.3.12.A. Discussion Grade 12 |
|--|--|--|--|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| | | 2. Present ideas and opinions spontaneously in response to a topic or other speakers. | <u>2. Present ideas and opinions spontaneously in response to a topic or other speakers.</u> | |
| 5. Participate in class discussions appropriately. | 5. Participate in class discussion appropriately. Vignette-Page 97 | 7. Participate in class discussions appropriately. Vignette-Page 97 | 7. Participate in class discussion appropriately. Vignette-Page 97 | <u>3. Assume leadership roles in student-directed discussions, projects, and forums.</u> |
| | | | | |
| 4. Respond orally to literature. | 4. Respond orally to literature. | 6. Respond orally to literature. | 6. Respond orally to literature. | |
| 2. Stay focused on a topic and ask relevant questions. | 2. Stay focused on a topic and ask relevant questions. | | | |
| 1. Use details, examples, and reasons to support central ideas or clarify a point of view. | 1. Support a position with organized, appropriate details. Vignette-Page 103 | 1. Support a position, acknowledging opposing views. Vignette-Page 103 | 1. Support a position, acknowledging opposing views. Vignette-Page 103 | <u>1. Support a position integrating multiple perspectives.</u> |
| 3. Accept others' opinions and respond appropriately | 3. Acknowledge others' opinions and respond appropriately. | | | |

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| | Preschool Learning Expectations | 3.3.K.A. Discussion Kindergarten | 3.3.1.A. Discussion Grade 1 | 3.3.2.A. Discussion Grade 2 | 3.3.3.A. Discussion Grade 3 | 3.3.4.A. Discussion Grade 4 |
|--|---------------------------------|--|---|--|--|--|
| Expectation 2: Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences. | | By the end of Kindergarten , students will: | Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1 , students will: | Building upon knowledge and skills gained in preceding grades, by the end of Grade 2 , students will: | Building upon knowledge and skills gained in preceding grades, by the end of Grade 3 , students will: | Building upon knowledge and skills gained in preceding grades, by the end of Grade 4 , students will: |
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| 3.3.5.A Discussion Grade 5 | 3.3.6.A Discussion Grade 6 | 3.3.7.A. Discussion Grade 7 | 3.3.8.A. Discussion Grade 8 | 3.3.12.A. Discussion Grade 12 |
|--|--|--|--|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> 3. Apply rules for cooperative or whole class debate on a controversial issue. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> 3. Apply rules for cooperative or whole class debate on a controversial issue. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| | | 4. Define group roles using consensus to ensure task is understood and completed. | 4. Define group roles using consensus to ensure task is understood and completed. | |
| | | 5. Participate in an informal debate (e.g., small group discussion). | 5. Participate in a formal debate (e.g., panel discussion). | <u>2. Support, modify, or refute a position in small or large-group discussions.</u> |
| | | | | 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage. |
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| | Preschool Learning Expectations | 3.3.K.B. Questioning (Inquiry) and Contributing Kindergarten | 3.3.1.B. Questioning (Inquiry) and Contributing Grade 1 | 3.3.2.B. Questioning (Inquiry) and Contributing Grade 2 | 3.3.3.B. Questioning (Inquiry) and Contributing Grade 3 | 3.3.4.B. Questioning (Inquiry) and Contributing Grade 4 |
|--|---------------------------------|--|---|--|--|--|
| Expectation 2: Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences. | | By the end of <i>Kindergarten</i> , students will: 1. Share in conversations with others. | Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will: 1. Respond to ideas and questions posed by others. | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will: 2. Respond to ideas posed by others. | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will: |
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| 2.2 Asks questions to obtain information. | | 2. Use oral language to extend learning. | 2. Ask and answer various types of questions. | 1. Ask for explanation to clarify meaning. | 1. Develop appropriate questions to explore a topic. | 1. Develop questioning techniques (e.g., who, what, when, where, why, and how). Vignette-Page 79, 82 |
| | | | | 3. Restate to demonstrate understanding. | | |
| | | | | 4. Identify a problem and simple steps for solving the problem. | [Science 5.4.4.C.3 Use the design process to identify a problem, look for ideas and share solutions with others] | 6. Solve a problem or understand a task through group cooperation. Vignette-Page 79, 82 |
| | | | | | 2. Contribute information, ideas, and experiences to classroom inquiry. | |
| | | | | | | 2. Use interview techniques to develop inquiry skills. |
| | | | | | | 3. Explore concepts by describing, narrating, or explaining how and why things happen |
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| 3.3.5.B Questioning (Inquiry) and Contributing Grade 5 | 3.3.6.B Questioning (Inquiry) and Contributing Grade 6 | 3.3.7.B. Questioning (Inquiry) and Contributing Grade 7 | 3.3.8.B. Questioning (Inquiry) and Contributing Grade 8 | 3.3.12.B. Questioning (Inquiry) and Contributing Grade 12 |
|---|---|--|---|--|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> 3. Talk with others to identify and explore issues and problems. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> 6. Respond to audience questions by providing clarification, illustration, definition, and elaboration. |
| 1. Respond orally by adding questions and comments while integrating knowledge. | 1. Respond orally by adding questions and comments while integrating knowledge. | 2. Question to clarify others' opinions. | 2. Question to clarify others' opinions. | |
| 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. | 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. | | | |
| 6. Solve a problem or understand a task through group cooperation. Vignette-Page 103 | 6. Solve a problem or understand a task through group cooperation. Vignette-Page 97, 103 | 4. Solve a problem or understand a task through group cooperation. Vignette-Page 97, 103 | 4. Solve a problem or understand a task through group cooperation. Vignette-Page 97, 103 | 3. Analyze, evaluate, and modify group processes. |
| | | | | |
| 2. Use interview techniques to develop inquiry skills. | | | | 1. Ask prepared and follow-up questions in interviews and other discussions. |
| 3. Explore concepts by describing, narrating, or explaining how and why things happen. | 3. Explore concepts by describing, narrating, or explaining how and why things happen. | | 3. Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations. | |

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| | Preschool Learning Expectations | 3.3.K.B. Questioning (Inquiry) and Contributing Kindergarten | 3.3.1.B. Questioning (Inquiry) and Contributing Grade 1 | 3.3.2.B. Questioning (Inquiry) and Contributing Grade 2 | 3.3.3.B. Questioning (Inquiry) and Contributing Grade 3 | 3.3.4.B. Questioning (Inquiry) and Contributing Grade 4 |
|--|---------------------------------|---|---|--|--|---|
| Expectation 2: Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences. | | By the end of <i>Kindergarten</i> , students will: | Building upon knowledge and skills gained in the preceding grade, by the end of <i>Grade 1</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 2</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 3</i> , students will: | Building upon knowledge and skills gained in preceding grades, by the end of <i>Grade 4</i> , students will: 4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning. Vignette-Page 82 |
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| | | | | | | 5. Reflect and evaluate information learned as a result of the inquiry Vignette-Page 79, 82 |
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| 3.3.5.B Questioning (Inquiry) and Contributing Grade 5 | 3.3.6.B Questioning (Inquiry) and Contributing Grade 6 | 3.3.7.B. Questioning (Inquiry) and Contributing Grade 7 | 3.3.8.B. Questioning (Inquiry) and Contributing Grade 8 | 3.3.12.B. Questioning (Inquiry) and Contributing Grade 12 |
|--|--|--|--|--|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> 7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives). |
| 5. Reflect and evaluate information learned as a result of the inquiry. | 5. Reflect and evaluate information learned as a result of the inquiry. | | | |
| | 2. Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions. | | | 5. Question critically the position or viewpoint of an author. |
| | | 1. Paraphrase others' comments to clarify viewpoints. | 1. Paraphrase others' comments to clarify viewpoints. | |
| | | | | 2. Extend peer contributions by elaboration and illustration. |
| | | | | 4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements. |
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| Preschool Learning Expectations | 3.3.K.C. Word Choice Kindergarten | 3.3.1.C. Word Choice Grade 1 | 3.3.2.C. Word Choice Grade 2 | 3.3.3.C. Word Choice Grade 3 | 3.3.4.C. Word Choice Grade 4 |
|--|--|---|--|--|---|
| Expectation 2: Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences. | <i>By the end of Kindergarten, students will:</i> 1. Use language to describe feelings | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> 2. Adapt language to persuade, explain, or seek information. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> 4. Adapt language to persuade, explain, or seek information. Vignette-Page 55, 79 |
| 2.3 Uses language to express relationships, make connections, describe similarities and differences, express feelings and initiate play with others. | | | | | |
| | 2. Suggest rhyming words during word play | | | | |
| 2.9 Connects new meanings of words to vocabulary already know (e.g., "It's called bookend because the books end"). | | 1. Attempt to use new vocabulary learned from shared literature and classroom experiences. | 1. Use new vocabulary learned from literature and classroom experiences. | 3. Use new vocabulary and figurative language learned from literature and classroom experiences. | |
| | | 2. Use descriptive words to clarify and extend ideas. | | | |
| | | | 2. Recognize and discuss how authors use words to create vivid images. | | 2. Use figurative language purposefully in speaking situations |
| 2.8 Uses new vocabulary and asks questions to extend understanding of words. | | | | 1. Use vocabulary related to a particular topic. | 3. Use appropriate vocabulary to support or clarify a message. Vignette-Page 55, 79 |
| | | | | | 1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions. |
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| 3.3.5.C. Word Choice Grade 5 | 3.3.6.C Word Choice Grade 6 | 3.3.7.C. Word Choice Grade 7 | 3.3.8.C. Word Choice Grade 8 | 3.3.12.C. Word Choice Grade 12 |
|--|--|--|--|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| | | | | |
| 4. Select and use suitable vocabulary to fit a range of audiences. | 3. Select and use suitable vocabulary to fit a range of audiences. | . | | |
| 2. Use varied word choice to clarify, illustrate, and elaborate. | 1. Use varied word choice to clarify, illustrate, and elaborate. | | | 1. Modulate tone and clarify thoughts through word choice. |
| 3. Use figurative language purposefully in speaking situations. | 2. Use figurative language purposefully in speaking situations. | 3. Use language that stimulates an audience's interest. Vignette-Page 97 | 3. Use language that stimulates an audience's interest. Vignette-Page 97 | 2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration). |
| | | 2. Develop and use advanced vocabulary related to a topic. | 2. Develop and use advanced vocabulary related to a topic. | |
| 1. Use convincing dialogue to role-play short scenes involving familiar situations or emotions. | | | | |
| | | 1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea. | 1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea. | |
| | | 4. Incorporate varied sentence structure and correct grammar. | 4. Incorporate varied sentence structure and correct grammar. | |

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| Preschool Learning Expectations | 3.3.K.D. Oral Presentation Kindergarten | 3.3.1.D. Oral Presentation Grade 1 | 3.3.2.D. Oral Presentation Grade 2 | 3.3.3.D. Oral Presentation Grade 3 | 3.3.4.D. Oral Presentation Grade 4 |
|---|--|--|---|--|--|
| Expectation 2: Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences. 2.5 Joins in singing, finger plays, chanting, retelling, and inventing stories. | <i>By the end of Kindergarten, students will:</i> 1. Sing familiar songs and rhymes to promote oral language development | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> 1. Recite poems, stories, or rhymes orally (e.g., favorite nursery rhymes). | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> 1. Participate in a dramatization or role play. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> [World Languages 7.1.2.C.1 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits] | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> 5. Participate in a dramatization or role-play across the curriculum. Vignette-Page 55 |
| | 2. Begin to use social conventions of language. | | 2. Begin to understand the importance of looking at a speaker | | |
| | | 2. Participate in choral reading to develop phonemic awareness, oral language, and fluency. | | | |
| | | 3. Retell a story to check for understanding. | 3. Talk about an experience or work sample in front of a small group. | | 1. Speak for a variety of audiences and purposes. Vignette-Page 55, 76, 79 |
| | | 4. Read aloud from developmentally appropriate texts with attention to expression. | | | 6. Read aloud with fluency. Vignette-Page 55, 76 |
| | | | | 1. Use pictures to support an oral presentation. | 3. Use notes or other memory aids to structure a presentation. Vignette-Page 82 |
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| 3.3.5.D. Oral Presentation Grade 5 | 3.3.6.D Oral Presentation Grade 6 | 3.3.7.D. Oral Presentation Grade 7 | 3.3.8.D. Oral Presentation Grade 8 | 3.3.12.D. Oral Presentation Grade 12 |
|--|--|---|--|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 3. Use clear, precise, organized language that reflects the conventions of spoken English. | 3. Use clear, precise, organized language that reflects the conventions of spoken English. | 4. Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries. | 4. Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries. | 3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking. |
| | | | | |
| 1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents. | 1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents. | 3. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics. Vignette-Page 97, 109 | 3. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/improptu, dramatic speeches. Vignette-Page 97, 109 | 1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression). |
| 8. Read aloud with fluency. | 7. Read aloud with fluency. | 8. Read aloud with fluency. | 8. Read aloud with fluency. | |
| 4. Use visuals such as charts or graphs when presenting for clarification. | 4. Use visuals such as charts or graphs when presenting for clarification. | 2. Use visual aids, media, and/or technology to support oral communication. | 2. Use visual aids, media, and/or technology to support oral communication. | |
| 7. Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus. | 6. Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus. | | | |

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| Preschool Learning Expectations | 3.3.K.D. Oral Presentation Kindergarten | 3.3.1.D. Oral Presentation Grade 1 | 3.3.2.D. Oral Presentation Grade 2 | 3.3.3.D. Oral Presentation Grade 3 | 3.3.4.D. Oral Presentation Grade 4 |
|--|--|---|--|---|--|
| Expectation 2: Children converse effectively in their home language, English or sign language for a variety of purposes relating to real experiences and different audiences. | <i>By the end of Kindergarten, students will:</i> | <i>Building upon knowledge and skills gained in the preceding grade, by the end of Grade 1, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</i> 3. Use appropriate strategies to prepare, rehearse, and deliver an oral presentation, such as word choice, expression, eye contact, and volume. | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</i> 2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement. |
| | | | | | Vignette-Page 55 4. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation. |
| | | | | | Vignette-Page 55 7. Understand and use criteria for a rubric to improve an oral presentation. |
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| 3.3.5.D. Oral Presentation Grade 5 | 3.3.6.D Oral Presentation Grade 6 | 3.3.7.D. Oral Presentation Grade 7 | 3.3.8.D. Oral Presentation Grade 8 | 3.3.12.D. Oral Presentation Grade 12 |
|---|---|---|---|---|
| <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</i> | <i>Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:</i> |
| 2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement. Vignette-Page 109 | 2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement. Vignette-Page 109 | 6. Develop speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations. | <u>6. Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.</u> | <u>2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).</u> |
| 6. Maintain audience interest during formal presentations, incorporating adequate volume, proper pacing, and clear enunciation. | | | | <u>5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).</u> |
| 9. Understand and use criteria from a rubric to improve an oral presentation. | 8. Understand and use criteria from a rubric to improve an oral presentation. Vignette-Page 97 | 7. Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others. Vignette-Page 97 | <u>7. Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.</u> Vignette-Page 97 | <u>6. Use a rubric to self-assess and improve oral presentations.</u> |
| 5. Use props effectively while speaking. | 5. Use props effectively while speaking. | | | |
| 10. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery. | 9. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery. Vignette-Page 97 | 5. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery. Vignette-Page 97 | <u>5. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.</u> Vignette-Page 97 | 4. Edit drafts of speeches independently and in peer discussions. |
| | | 1. Use writing to prompt discussion and enhance planning of formal and informal presentations. | 1. Use writing to prompt discussion and enhance planning of formal and informal presentations. | |
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